



**STATE BOARD OF EDUCATION MEETING
May 12-13, 2021**

**Boise State University
Student Union Building – Simplot Ballroom
1910 West University Drive
Boise, ID 83725**

A regular meeting of the Idaho State Board of Education was held May 12-13, 2021 at Boise State University in Boise, Idaho. Board President Kurt Liebich presided and called the meeting to order at 11:00am (MT).

Present:

Kurt Liebich, Board President
Dr. Dave Hill, Vice President
Dr. Linda Clark, Secretary
Debbie Critchfield
Andy Scoggin

Absent:

Emma Atchley
Shawn Keough
Sherri Ybarra, State Superintendent

Wednesday, May 12th, 2021, 11:00am, Mountain Time

Board President Liebich began the meeting by extending his thoughts and prayers to the community of Rigby, Idaho in the wake of a shooting at Rigby Middle School the previous week. He stated that the response of teachers, staff, and first responders was phenomenal. Board President Liebich also noted that the Legislature voted to move the Office of School Safety and Security (OSSS) under the purview of the Board, and asked if there should be a future agenda item to discuss the Board's role now that the OSSS is under the Board's jurisdiction and review schools' emergency response plans. Matt Freeman, Executive Director, stated that he has already charged Mike Munger, Manager of the OSSS, to conduct an after-action investigation on the shooting that occurred in Rigby and follow up with a report that will go to the OSSS advisory board as well as the State Board of Education.

Board President Liebich also noted that the Legislature voted to change the structure of the Idaho Public Charter School Commission, and discussed that this structural change should be a future agenda item as well.

WORK SESSION

1. Board Retreat

This item was provided in the agenda materials as an information item.

Progress Report on K-12 and Higher Education Task Force Recommendations

Board President Liebich began the discussion by stating that the only way to influence change in Idaho's education system is to establish a clear strategy from the top-down and ensure alignment consistently throughout the system. He noted that the previous year's Board Retreat focused on revising the Board's K-20 Strategic Plan with the guidance of a consultant, and shared that it will be helpful for the Board to consider strategic planning that has occurred over the last several years as a method to drive future planning. He also discussed that it is important for the Board to evaluate progress on the K-12 and Higher Education Task Forces and re-set goals as needed.

K-12 Our Kids, Idaho's Future Task Force Recommendations

Tracie Bent, Chief Planning and Policy Officer, discussed that brief updates on the progress made toward the K-12 Task Force recommendations are included in the agenda materials. The Board adopted these task force recommendations during the February 2020 Regular Board Meeting:

- *Recommendation 1: State Accountability: Focusing Our Efforts on K-3 Literacy* – Ms. Bent discussed that this recommendation received exceptional support from the Governor's Office and the Legislature. In FY2021, \$3.2M was appropriated for ongoing funding for K-3 literacy intervention at the school level, bringing total ongoing general funds for literacy intervention to approximately \$26.2M.
- *Recommendation 2: Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement* – Ms. Bent discussed that HB331 was introduced this year but was held in committee. She also noted that one of the items on the agenda for the June Planning, Policy and Governmental Affairs Committee meeting is a legislative idea to provide funding for full-day kindergarten.
- *Recommendation 3: Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators* – Ms. Bent discussed that HB523, introduced in 2020, provided an additional five years of funding increases and added a third rung to the career ladder and added additional supports for professional development for teachers.
- *Recommendation 4: Addressing Social and Emotional Issues to Support Student Learning* – Ms. Bent discussed that HB627, introduced in 2020, appropriated an additional \$1M for professional development in the area of social emotional

learning. An additional \$18.9M was appropriated for professional development in this area in 2021, and the Legislature requested an evaluation of Student Behavioral Health Services needs for K-12 students.

- *Recommendation 5: Strategic Alignment and Increased Flexibility in K-12 Funding Formula* – Ms. Bent discussed that Board Staff recommends collapsing several line items to provide additional financial flexibility for local education agencies. She also noted that Board Staff recommends retaining line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention, with the aim of making important revisions to improve effectiveness and accountability.

Board Member Clark stated that the Board would be remiss if it didn't discuss the COVID-19 pandemic and how its effects will affect efforts moving forward. She discussed that the Board must consider the "unfinished learning" that has occurred and that the Board's work moving forward must focus on increased professional development and mentoring for teachers to ensure that students are able to make up for learning lost during the school closures that occurred as a result of the pandemic. Board Member Clark discussed that current data reflects that focus should be placed on K-3 literacy with the extension of an additional grade level to make up for interruption, but she noted that the Board should also focus on math in grades 5-9 as well as credit recovery for high school students to ensure students are able to pursue postsecondary education opportunities. She noted that the overall goals remain the same, but there are new considerations that will need to be taken into account moving forward.

Board President Liebich inquired if the Board should add an additional goal to the task force recommendations to encompass what has occurred during the last year. Board Member Scoggin discussed that the Board should create a set of initiatives to drive Board work, evaluate those initiatives regularly, and continually adjust in order to remain relevant and productive in progress toward goals. He also discussed that it would be beneficial to conduct a more thorough review of data points and incorporate "boots on the ground" perspectives into this analysis. Board President Liebich agreed with Board Member Scoggin's comments and noted that the Board's priorities must be embedded in the operations of each school district in order to achieve Board goals. He stated that it would be beneficial to identify several districts that are performing well and invite them to a Board Meeting to hear their perspectives in order to gauge where systematic changes need to be made. Board President Liebich also discussed that it would be beneficial to establish peer districts similar to the peer institutions that have been established in the higher education system to provide accurate data comparisons.

Board Member Critchfield echoed Board Member Clark's comments in regard to "unfinished learning" and noted that her sentiments compliment the task force recommendations. She discussed that moving forward, the Board must consider how its actions will impact "unfinished learning" and that they must also provide guidance in a new way to compensate for new challenges. Board Member Critchfield also discussed

that community and industry partners are in a position to assist school districts and that the Board should make better use of those partnerships. She also echoed Board President Liebich's comments about establishing peer districts as a reference measure.

There was consensus among the Board Members to utilize the term "unfinished learning" instead of "learning loss" when referring to the interruptions in instructions that occurred as a result of the pandemic.

Board President Liebich discussed that the Board may have the opportunity to use funds from the American Rescue Plan (ARP) set-aside to strategically invest in a repository of best practices. Board Member Critchfield agreed with this idea and noted that successful districts *want* to share their strategies. She also stated that it would be beneficial if the repository could be populated independently by district administrators. Board Member Clark suggested that the repository could house professional development modules and mentorship resources for new teachers.

Matt Freeman, Executive Director, noted that the Board does not currently host a data dashboard for K-12, only a "report card", and that it would be useful to utilize ARP funds to build out a K-12 dashboard. Board President Liebich inquired about the difference between the "report card" and a data dashboard, and Mr. Freeman explained that the "report card" reflects data from individual local education agencies, but a full dashboard would contain further data and the ability to compare data points with additional context.

Board Member Critchfield added that it would be beneficial for the Board to emphasize the difference between reporting requirements and accountability. Board Member Clark agreed and noted that accountability measures have been difficult for the Board to administer, and cited the example of the Board's requirement that districts provide mentoring for teachers. She added that the Board needs to determine what districts should be accountable for and how those elements should be measured, recorded, and reported. Ms. Bent discussed that the Board has considered a data dashboard in the past but has not had the resources to implement it, and added that efforts to increase accountability would be extremely beneficial.

Board President Liebich discussed that creating a K-20 data dashboard would be beneficial but not actionable at the beginning, and suggested that the Board focus on one specific area to start the process. Board Member Critchfield discussed that the Board could create a plan for the dashboard and bring that to the US Department of Education to be able to utilize stimulus funds. Board Member Clark suggested that the plan for the dashboard could focus on K-4 literacy, grades 5-9 math, and high school credit recovery as way to gather data about the effects of the pandemic. She added that the issue is that Board data is not reflective of growth, and the Board needs to focus on qualitative aspects rather than quantitative aspects.

Board President Liebich inquired if any revisions need to be made to the Board's strategic plan or other guiding documents to reflect unfinished learning and other effects

of the pandemic. Board Member Hill discussed that the Board should add or incorporate an objective focused on unfinished learning, and added that the Board will need to focus on this element for at least the next several years. Board Member Hill echoed Board President Liebich's comments regarding establishing peer districts to allow K-12 agencies to be able to compare data from similar district demographics. Board Member Critchfield and Board Member Clark discussed that districts are already grouped based on Title I allocations, and that the establishment of peer districts should be decided with additional specifications in mind.

Board Member Liebich reiterated his previous question of whether or not the Board needs to amend its strategic plan to focus on the effects of the pandemic. Ms. Bent noted that there is already an objective within the plan that focuses on students' readiness to learn at the next level. She also added that it would be helpful for the Board to consider task force recommendations and the recommendations from organizations (such as Complete College America) that the Board wants to adopt, and combine those objectives into a single, separate document. Board Member Clark discussed that she would like to see an additional statement under the objective Ms. Bent noted pertaining to the effects of the pandemic. Board Member Critchfield agreed. Ms. Bent discussed that the Planning, Policy and Governmental Affairs committee would consider an amendment to the strategic plan to add an additional objective to Goal 2 pertaining to unfinished learning.

Board Member Scoggin inquired about several of the strategic plan benchmarks that are listed as "to be determined". Ms. Bent discussed that the Board would receive spring data for the Idaho Reading Indicator, and that this data could be used to set benchmarks during the October Board Meeting. Board Member Hill stated that the only acceptable goal is 100% proficiency. Board Member Critchfield noted that of course the goal is 100% proficiency, but the strategic plan is more focused on setting goals that are achievable and utilizing data to determine where additional Board and State support is needed.

Board Member Clark discussed that the Board needs to consider targets as part of its Federal plan, and voiced her concern with using the 2019-2020 academic year as a data point considering the effects of the pandemic. Mr. Freeman emphasized the importance of setting a benchmark rather than continuing to list "to be determined". Board Member Clark noted that the Board should consider growth, and Board Member Critchfield stated that it would be beneficial to set an overall goal and then set percentage goals over time to measure growth. Board Member Clark discussed that it would be beneficial for the Board to examine data from other states with similar demographics when determining plans of action and goals.

There were no additional questions or comments from the Board.

HIGHER ED

Ms. Bent provided an overview of progress toward several of the the Higher Education Task Force recommendations, which the Board adopted in September 2017:

- *Recommendation 1: Efficiencies, Cost Savings and Service* – Ms. Bent discussed that this recommendation has been driven by recommendations for different operations and the Board’s governance structure. She noted that the Business Affairs and Human Resources Committee has taken the lead on this recommendation and are working to consider recommendations set by the Huron Report as well as the recommendations of the System Optimization Committee. The Instruction, Research and Student Affairs Committee is examining admissions, registration, and student services, and the Planning, Policy and Governmental Affairs Committee is examining the consolidation of Governmental Affairs Directors by shifting this area to the President’s Leadership Council.
- *Recommendation 2: 60% Goal* – Ms. Bent noted that progress toward this recommendation ties into recent conversations regarding the Board’s strategic plan and discussed that the Planning, Policy and Governmental Affairs Committee established a work group to identify targets based on compiled workforce need data, and this information will be presented to the Board in October.
- *Recommendation 3: Structural Change and System Improvements* – Ms. Bent stated that there have been significant accomplishments in the areas of administrative rule and policy revisions, mainly pertaining to program approval processes.
- *Recommendation 5: Improved Certificate and Degree Completion* – Ms. Bent discussed that this recommendation ties into the Board’s initiatives with Complete College America and Complete College Idaho plans, and noted that the Board added adult learner provisions for the Opportunity Scholarship in 2019 and adult learner provisions to Administrative Code in 2020
- *Recommendation 6: Provide a Statewide Delivery System* – Ms. Bent discussed that this recommendation ties into work that the Academic Affairs team has been doing to implement the Online Idaho program.
- *Recommendation 7: Postsecondary Access and Affordability* – Ms. Bent discussed that this recommendation ties into ongoing work that has been done in regard to the revision of Board Policies pertaining to tuition and fees, textbooks and education materials, and the Opportunity Scholarship.
- *Recommendation 8: Funding Formula for Higher Education* – Ms. Bent discussed that a Higher Education Funding Formula Work Group was convened and drafted an initial proposal, which was not supported by the Legislature. A new, more

focused work group was convened to further develop the model which will be presented to the Legislature moving forward.

- *Recommendation 9: Adopt the Recommendations of the Governor’s Workforce Development Task Force* – Ms. Bent noted that Board Staff continues to collaborate with the Workforce Development Council and the Division of Career Technical Education.
- *Recommendation 12: Workforce Training Towards Degree or Certificate Completion* – Ms. Bent noted that this recommendation also ties into the collaboration with the Workforce Development Council and the Division of Career Technical Education.

Board Member Clark discussed that tremendous progress has been made toward all of the Higher Education Task Force recommendations. She also shared her appreciation for the System Optimization Committee and Chet Herbst, former Chief Financial Officer and current System Optimization Program Manager. She also noted there has been considerable efforts in the Division of Career Technical Education in regard to restructuring and improving outreach.

Board Member Hill discussed that he believes many of the institutions have increased the amount of certificates that are offered, with a focus on qualifications other than degrees, and have improved pathways to degrees in the form of the consideration of internships and other experiential learning.

Mr. Freeman acknowledged Board Member Hill and the Academic Affairs team for their efforts in creating Online Idaho, which is now live and continuing to grow. He also thanked Greg Wilson, Senior Policy Advisor to Governor Little, for his assistance in securing Federal funding. Mr. Freeman also noted that the System Optimization Committee and the President’s Leadership Council have taken on great responsibility in making progress toward the Board’s goals as well as the Huron Report recommendations. Board Member Clark also acknowledged the work being done by the institutions to address textbook access and affordability, and Board President Liebich echoed these comments.

Mr. Freeman noted that there may be forthcoming recommendations based on the Complete College America “game changers”. Dr. TJ Bliss, Chief Academic Officer, discussed that there will be a summit in the fall for institutions to share best practices, successes, and failures in order to develop a report to gauge progress that has been made and identify next steps. He added that this summit would also re-energize the institutions around the Board’s objectives and strategies moving forward. Board Member Clark noted that the institutions’ Provosts, led by Dr. Lori Stinson at Lewis-Clark State College, have worked over the last year to define goals and a structure for the institutions to have in place as they work toward the Complete College America

“game changers”. Board President Liebich stated that the summit will be timely, and asked Dr. Bliss to invite Board Members to gather their perspectives as well.

Board Member Scoggin discussed that he chaired the Huron Committee and is now chairing the System Optimization Committee, and stated that it would have been impossible for the institutions to freeze tuition two years in a row if they had not implemented the Complete College America “game changers”. He added the “game changers” should be combined with the Board’s strategic plan in order to create one guiding document. Board Member Clark echoed these comments.

Todd Kilburn, Chief Financial Officer, provided a brief update on the Higher Education Funding Model Work Group, noting that it has been challenging to create a single formula that incorporates different levels of funding. The Work Group created a tiered formula that incorporates base funding (occupancy costs and annual ongoing expenses), student-centered metrics (retention, graduation, and market job placement), and line items (possible systemwide requests). Mr. Kilburn stated that the committee is meeting with the institutions next week to determine metrics and possible line item requests, and added that the goal is complete the model and present to the Governor for review prior to the end of FY2021.

There were no additional questions or comments from the Board.

At this time the Board recessed for 10 minutes, returning at 12:30pm (MT).

Legislative Update and Discussion

Board President Liebich discussed that it would be beneficial for the Board to hear a summary of recent legislative actions. He noted that he was surprised that legislative conversations were not focused on the institution Presidents’ efforts to keep students on campus but rather an emphasis on social justice and critical race theory. He noted that \$2.5M was cut from the Colleges & Universities budget for FY2022.

Mr. Freeman introduced Sonny Ramaswamy, President and Chief Executive Officer of the Northwest Commission on College and Universities (NWCCU), who was asked to attend the Board Meeting to discuss accreditation implications for the legislative actions taken this year. Mr. Freeman noted that the NWCCU is the accrediting body for Idaho’s institutions.

Ms. Bent provided a brief overview of three pieces of legislation that were introduced during the legislative session:

- *HB364 (“Protecting Critical Thinking in Higher Education Act”)* – Ms. Bent discussed that HB364 was introduced by Representative Barbara Ehardt, and did not make it through the legislative process. The intent of this bill focused on freedom of speech and protecting first amendment rights, and Ms. Bent noted that these items are already incorporated into Board Policy.

- *HB377 (Nondiscrimination in Public Education)* – Ms. Bent noted that HB377 did pass and was signed by the Governor. The focus of this bill was on making sure that educators are not indoctrinating students in K-12 and in higher ed. Ms. Bent quoted briefly from the bill, which can be found within the meeting agenda materials. She noted that the bill also prohibits the expenditure of state funds for programs and initiatives that would compel students to adopt the tenants outlined in the bill, and that the concern is that the bill will have a “chilling effect” on educators who may be concerned that something will be misinterpreted or misunderstood.

Mr. Freeman noted that the bill outlines that no distinction shall be made based on race or ethnicity, and that there are accreditation data points that require these demographics in regard to closing equity gaps. Ms. Bent stated that in recognition of reporting requirements, nothing will be construed to prohibit the required collection or reporting of data by public schools or institutions.

- *HB387 (Colleges & Universities FY2021 Appropriation, Section 6 Intent Language – Student Fee Report)* – Ms. Bent noted that HB387 includes an amendment to the FY2021 Colleges & Universities appropriation as well as the FY2022 Colleges & Universities appropriation. The intent language in Section 6 requests that the Board make available a detailed breakout by December 17, 2021 to 1) student activity fees, 2) determine a common naming convention for similar activity fees across the institutions, and 3) evaluate the current lists of activity fees assessed to students and determine how and which fees supporting student activities, clubs, and organizations focused on individual beliefs and values can be structured to address the need for access affordability and choice.

Board Member Critchfield discussed that conversations began last July with the notion that social justice and diversity programs were impacting the quality of education at Boise State University and other institutions, and there was also concern that funds were being utilized to support specific student groups or lead students to adopt certain ideologies. She noted that the Legislature determine that control of the situation could be sought with budget reductions. Board Member Critchfield, former Board President, and Mr. Freeman wanted to be able to influence the conversation, and noted that they reviewed several iterations of this bill in a matter of days. Board Member Critchfield stated that the bill is not what the Board wanted but added that it potentially could have been much more restrictive. She noted that reporting requirements are still included, but that this bill provides the opportunity for the Board to continue these conversations. Mr. Freeman echoed these comments.

Board President Liebich asked for Mr. Ramaswamy’s feedback and inquired how the Board could get in front of the conversation, as well as what actions need to be taken from an accreditation standpoint. Mr. Ramaswamy discussed that federal responsibilities and regulations are translated into state standards and Board Policies,

and then applied to context at institutions and eligibility requirements for accreditation. He noted that there are requirements for accreditation that pertain to freedom of speech and expression, but there is no prescribed method for collecting data. He stated that it was beneficial that the Board was able to collaborate with the Legislature as this bill was drafted.

Mr. Ramaswamy outlined that the Board must accommodate NWCCU guidelines and that students are more successful when they've been exposed to opportunities for development. He added that accreditation focuses on creating equitable education experiences, and that none of the verbiage in HB377 presents issues from an accreditation standpoint. Mr. Ramaswamy also noted that there are procedures in place for the receipt of complaints.

Board President Liebich discussed Mr. Ramaswamy's comment that HB377 does not present any threats to accreditation requirements, but noted that previous versions of the bill did present possible threats. He discussed that while the bill speaks to critical race theory, legislative dialogue has weaponized terms such as social justice and diversity. He added that the Board wants all students, regardless of their background, to succeed. Board President Liebich also compared the terms diversity and inclusion from a business perspective, noting that diversity references businesses wanting to recruit the best, most talented people for their teams regardless of their background, and inclusion references businesses creating an organizational climate where everyone feels welcome and comfortable. He stated that the Board needs to change the way it speaks about those terms in order to drive the conversation.

Board Member Clark discussed that the legislative conversations are conflicting with the people that the Board serves. She provided the example of recent institution presidential searches, noting that the primary concern for students and stakeholder groups was addressing diversity and inclusion. Board Member Clark expressed her frustration in terms of how the Board should move forward when there was such strong momentum from constituents to address these issues, and agreed with Board President Liebich that the Board needs assistance as to how to communicate without creating further tension.

Board Member Critchfield discussed that the terms outlined above are being used interchangeably but mean very different things, and noted that the Board sets the tone for how this conversation unfolds across the state. She noted that the Board has an opportunity because of HB377 to define these terms and, in turn, define how the Board will speak about these topics. Board President Liebich agreed that it would be beneficial for the Board to define these terms so that Board discussions can be more productive. He also noted that there is not data available to reflect what is actually happening on campuses, and that the claims have been based on situational experiences.

Mr. Ramaswamy discussed that the Board's communication strategy is important because certain words create anger and angst, and that it would be beneficial to have

discussions about this topic without using certain terminology. Board President Liebich agreed that it would be easier to change the words used rather than trying to redefine words that spark anger.

Mr. Freeman discussed that the Board should examine its policies pertaining to academic freedom and compare those policies to the Chicago Principles as a reference. The Chicago Principles are included in the agenda materials from the April 21-22, 2021 Regular Board Meeting. Mr. Freeman outlined that it will be important moving forward for the Board to define the terms or utilize different terminology, and suggested that the Board collaborate with its counterparts in other states to revise policies to include diversity and inclusion. He noted that the Instruction, Research and Student Affairs Committee could include this assignment in its work. Board President Liebich agreed and noted that the Instruction, Research and Student Affairs Committee should consider the definitions of terms as well as how the Board could collect and utilize data pertaining to this subject.

Board Member Clark discussed that this issue also spans the K-12 system. She referenced the Board's discussion during the April Board Meeting regarding indoctrination and stated that the Board should publicly emphasize processes in place that hold teachers and administrators accountable. Board Member Scoggin reiterated that the Board's discussions should continue to focus on helping students catch up and reengage after the pandemic, and expressed his concern that the Board will lose focus on that goal and its long-term strategic priorities if it continues to discuss legislative concerns. He discussed that the Board should be focused on supporting students and their families, districts, and the institutions. Board President Liebich agreed and discussed that the steps that he previously discussed with allow for the majority of the Board's focus to be on students and Idaho's overall education system.

Mr. Freeman discussed the intent language within HB387, which included the request for a common naming convention for student activity fees and disaggregating those fees to be more transparent on the institutions' websites. He noted that the institutions are currently determining which fees could be optional, and Mr. Kilburn stated that this information will likely be presented to the Board in June. Mr. Freeman also noted that since he and Board Member Critchfield were able to influence the language of the bill, it is important for the Board to comply with the terms that were set.

Mr. Ramaswamy shared his appreciation for the Board's positive reframing of the situation, and noted that the NWCCU is happy to serve as a resource if needed.

Board President Liebich inquired if any revisions should be made to the Board's strategic director for higher education. Board Member Hill stated that no changes should be made with regard to the conversation about legislation, and that the Board should continue on its path with the priority of improve education as a system in Idaho. Board Member Liebich discussed that the Board should focus on access and affordability and encourage free speech on campuses without making students feel uncomfortable. She

added that if the Board discusses these issues and determines the right terminology, it will help move the conversation forward in a positive manner.

Mr. Freeman agreed with Board Member Scoggin's earlier comments, and noted that the situation will not go away on its own so the Board must act swiftly and then continue on with its strategic priorities. Board Member Scoggin noted that there has been extensive conversation about how emotional matters are discussed in classrooms, and that the Board needs to be sensitive to how students are challenged mentally so they are able to defend their points of view. He added that the Board should not try to eliminate debate or a teacher's ability to challenge students to think critically.

Dr. Bliss provided a brief update on the currently climate survey and how that data will influence subsequent policy developments. He noted that the Instruction, Research and Student Affairs Committee is collaborating with the Vice Presidents for Student Affairs and research representatives at the institutions, and added that extensive consideration is being given to student privacy. The committee's recommendation is that the survey be administered in the late fall of 2021 in order to capture incoming freshman. Dr. Bliss also noted that the President's Leadership Council recommended that the Instruction, Research and Student Affairs Committee form a work group consisting of faculty, provosts and Board Staff to begin revising Board Policy III.B. – Academic Freedom and Responsibility and Board Policy III.P. – Students.

There were no additional questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

1. To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student.

BOARD ACTION

M/S (Hill/Clark): I move to go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Supt. Ybarra were absent from voting.

Board Members entered into Executive Session at 1:43pm (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

BOARD ACTION

M/S (Scoggin/Critchfield): I move to go out of Executive Session. The motion carried 5-0. Ms. Keough and Supt. Ybarra were absent from voting.

Board Members exited Executive Session at 4:26pm (MT) when they recessed for the evening.

Thursday, May 13th, 2021, 9:00am, Mountain Time

EXECUTIVE SESSION (Closed to the Public)

1. To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student.

BOARD ACTION

M/S (Hill/Scoggin): I move to go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Supt. Ybarra were absent from voting.

Board Members entered into Executive Session at 9:00am (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

BOARD ACTION

M/S (Critchfield/Clark): I move to go out of Executive Session. The motion carried 5-0. Ms. Keough and Supt. Ybarra were absent from voting.

Board Members exited Executive Session at 12:15pm (MT), effectively adjourning the meeting. Prior to entering Executive Session, Board President Liebich stated that the Board would not return to Open Session for the remainder of the meeting.